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AUTHOR Morey, Ann I.
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ABSTRACT

The purpose of this study was to examine the conceptualization and function of college images as a factor in college choice. Specifically, the study focused on the images held of three University of California campuses by entering freshmen and examined: (1) the accuracy of the images held by freshmen prior to their actual enrollment at their respective campuses; (2) how entering freshmen obtained their information and impressions of the U.C. campus to which they applied; and (3) the importance of image in the choice of the particular campus. In addition, a comparison was made of the images held of the three campuses by the entering freshmen and samples of sophomores. The campuses selected were at Berkeley, Davis, and Santa Cruz. Nine hundred and fourteen students comprising a random sample of the sophomores and high school students about to enter one of the three campuses were sent the questionnaires, with 96 percent completing them. The findings of the study indicated marked differences among the images held of the three campuses by their respective student groups. (AF)

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IMAGE AND SELECTION:
AN EXAMINATION OF THE IMAGES OF THREE UNIVERSITY OF CALIFORNIA CAMPUSES

By

Ann I. Morey

Center for the Study of Evaluation

University of California, Los Angeles

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The diversity of higher education has become a topic around which a great deal of research activity has centered. These studies have documented that colleges and universities differ not only in size, type of control, selectivity and goals but also in the characteristics of their student bodies and faculty and in their intellectual and social environments. This diversity among institutions of higher learning creates a pluralism of images. Excitement over learning and ideas is perceived to flourish at some institutions while at others, the extra-curricular life dominates the image of the campus. Large universities are often seen as impersonal with little regard for the individual; smaller ones are usually pictured as friendly and war . Some colleges are also perceived as quiet and secluded while others are viewed as naked in their involvement and awareness of the larger community.

Yet, at a time when half of all high school graduates are entering college, it is questionable how well these differences among institutions of higher education are perceived. The information provided in commerically published college guides reflects very few of these differences. Furthermore, the subjective accounts presented in college catalogs and brochures obscure as much as they reveal about the salient characteristics of an institution. These "canned institutional images," moreover, may be strikingly different from the perceptions of the college by those within.

The matter of impressions and images is of particular relevance to selection of college for most students. Educators know very little about the way in which colleges are perceived by prospective students,

the sources and accuracy of their impressions, and the role the institutional image plays in student choice. There is some research evidence that students distribute themselves in a nonrandom fashion among colleges and universities and that students' choice is related to the image of the institution in the case of distinctive colleges and universities. This topic is of increasing importance to those educators who seek a better matching of students and institutions for optimum student development. But, too few studies have been done on the image which prospective students have of an institution.

In 1968, a study was undertaken to examine the conceptualization and function of college images as a factor in college choice. More specifically, the investigation was focused on the images held of three University of California campuses by entering freshmen. It included an examination of (1) the "accuracy" of the images held by freshmen prior to their actual enrollment at their respective campuses; (2) how entering freshmen obtained their information and impressions of the U. C. campus to which they applied; and (3) the importance of image in the choice of particular campuses. A supplementary concern of the study was the comparison of the images held of the three campuses by the entering freshmen and samples of sophomore students.

Several considerations influenced the selection of three University of California campuses for the study. One would expect to find differential images among a denominational school, a prestigious liberal arts college, a public junior college and a large state university. One question that would seem to follow is whether institutions having the same admissions standards, goals, fees, and sources of control have similar images.

Differences among images of these institutions could not readily be attributed to the above factors. Furthermore, assessment of the relative importance of image in choice of institution would then be possible. It was this interest that led to the selection of the University of California campuses. The choice of the northern cluster of campuses, Berkeley, Davis, and Santa Cruz, of the nine University of California campuses was made primarily because the campuses are located within an 80 mile radius of San Francisco and, thus, draw many of their freshmen from the same pool of high school youth.

In May, 1968, questionnaires were sent to random samples of sophomore students at the three campuses and high school students who would enter the three campuses as freshmen in the fall. The six samples were comprised of a total of 914 students, and 96 percent of these subjects completed and returned the questionnaire.

Although the nature of the study necessitated two somewhat different questionnaire schedules, there were many common elements in the questionnaires for entering freshmen and enrolled sophomores. Each group responded to 71 descriptive statements about colleges and universities by noting the degree to which a statement was characteristic of their campuses. Most of these statements comprised the 12 institutional image scales. Most briefly, the scales can be titled as follows: (1) prominence of collegiate life, (2) cosmopolitan-provincial atmosphere, (3) community-impersonal climate, (4) liberal-conservative orientation, (5) degree of student activism, (6) nonconformity among students, (7) degree of intellectualism among students, (8) excellence of academic reputation, (9) difficulty of course work, (10) degree of faculty commitment to

undergraduate teaching, (11) innovative-traditional curriculum, and (12) degree of administrative control over student life.

The scales were developed by the investigator since no standardized instrument was appropriate for the particular purposes of the study. In brief, the procedure employed to develop the scales entailed the following: (1) categories of interest were defined and items were developed to measure them, (2) informed persons in higher education completed Q-Sort of the items to determine the a priori classification of items into scales, (3) a pilot study was conducted that led to the deletion and addition of items, the revision of others and the redefinition of some of the "image" categories, (4) a second pilot study was conducted and the items were again evaluated, some deleted and some revised, and the remaining subjected to a Q-Sort, and (5) after data collection, principle component analyses were done in order to further refine the measurement instrument.

Results

The Images of the Three U. C. Campuses

The images of the three campuses as described by the composite of perceptions held in common by their respective sophomore students differed markedly. Of the 36 planned comparisons among the sophomore mean mean scores on each of the twelve image scales, 33 were statistically significant at the .01 level. The variations can be easily visualized by examining the profiles of the campuses depicted in Chart I. The mean scale scores are plotted for each sophomore group on the twelve scales. In order to aid in interpreting the meaning of any scale score, the possible range of scores were broken into six descriptive fields from

"very characteristic" to "definitely not characteristic." A listing of the scales which differentiated the groups is provided in Table 1.

As measured by the scales, the images held of the Berkeley and Davis campuses by their respective sophomore groups are only similar on 2 of the 12 scales: the relative lack of collegiate life and the absence of a strong innovative emphasis in the curriculum of their campus. Santa Cruz sophomores do not have an image of their campus that resembles the Davis image on any scale. Perceptions of Berkeley and Santa Cruz differ on all but one scale--both groups perceive their peers as being intellectual.

While these scales characterize a campus and its student body along certain dimensions, they do not provide explicit information concerning student attitudes about certain aspects of their campus' image. For instance, do students perceive their institution as being distinctive from most other colleges and universities? More specifically, what qualities differentiate the campus and its students from other institutions of higher education?

The majority of students on all three campuses thought their campus had salient characteristics (Berkeley sophomores = 89%, Davis = 79%, Santa Cruz = 96%). The students were requested to respond in their own prose regarding what these distinctive qualities were. The special qualities imputed to each campus were grouped into twenty categories. The differences among the campuses for each category were analyzed by the X^2 statistic and the appropriate procedure for multiple contrasts. Each response grouping discriminated between at least two campuses.

The special qualities of each campus highlight and compliment the images of the institutions as measured by the scales while also differentiating further between the campuses. Berkeley is thought to be

distinctive for its liberal climate, intellectual atmosphere, diversity of students and faculty, and breadth of curriculum and educational opportunities. Davis, on the other hand, is special due to its friendly and casual atmosphere, and Santa Cruz for its experimental nature and cluster college plan, the beauty of its natural setting and its feeling of community.

The contrasts between these images also manifest themselves in differential perceptions of the student bodies. Two-thirds of the Davis sophomores perceive their peers as similar to most students found at other colleges and universities. Almost the same proportion at Berkeley and Santa Cruz report just the opposite to be true of their peers.

Berkeley students are described as distinctive for their diversity, liberal attitudes, and political and social awareness and activism. A quality of friendliness differentiates the Davis student body from those on the other campuses. The Santa Cruz sophomores do not name any one quality to describe the distinguishing features of their peers. However, their responses tend to indicate a distinctiveness due to the nonconformist attitudes of Santa Cruz students.

Part of a student's image of his campus consists of his feelings about it. If he perceives the general tone of an institution to be impersonal, is this climate one which he enjoys or dislikes? The students were asked to express their negative feelings concerning certain aspects of their campus' image.

Of the 22 variables comprising the item dealing with negative feelings, 14 variables differentiated between at least two campuses. Many Berkeley and Davis sophomores complain that their classes are too

large, that there is too much academic pressure, and that the faculty is more interested in research than teaching. In addition, Berkeley sophomores think their campus is too impersonal. Many Santa Cruz sophomores feel that the library facilities and academic programs are inadequate and that there is a lack of social life, sports and/or other school activities.

Differential perceptions of the images of the three U. C. campuses should result in dissimilar perceptions of institutions that students believe resemble each campus. The data appear to validate this conjecture. Relatively small and distinctive private institutions are most frequently mentioned by Santa Cruz students as being most like their institution. Berkeley students frequently denote large prestigious universities, both public and private. In contrast, University students at Davis consider their campus similar only to public institutions, such as other University campuses and California Polytechnic Institute.

Summary. The data briefly presented in this section indicates that the three University of California campuses are perceived quite differently by their respective sophomore students. These images are summarized below.

In many respects, the Berkeley image is a vanguard of universities. It already resembles what Clark Kerr has termed "the future city of the intellect." It is academically excellent, large, diverse, cosmopolitan and somewhat impersonal. It tends to neglect the teaching of undergraduates and places importance on the research activities of its faculty. Berkeley reflects the decline of past campus styles as well as currently developing trends on many campuses and universities. Its students attest

to the death of the traditional collegiate way of life and the in loco parentis regulations governing student conduct. Berkeley students are at the forefront of the evolutionary process concerning both the role of the student within academia and his impact on the larger community.

In contrast, the Davis image is one of an emerging university. The campus through conscious efforts and by drift is breaking away from narrower definitions. Students feel it has more of a cosmopolitan than the provincial atmosphere previously associated with the school. It is, perhaps, loosing the feeling of community usually found on smaller colleges while retaining a general aura of friendliness. Davis, like Berkeley, is not strongly committed to teaching undergraduates. In addition, there is an awareness of the research emphasis of the faculty. Although not characterized by nonconformity, Davis students tend to be liberal in their attitudes, as attested to by some student unrest on the campus.

Presently, some aspects of the Santa Cruz image represent a return to the small college of the early part of this century. There is a feeling of community, a concern for undergraduate education, a provincial and isolated atmosphere, a residential campus and emphasis on a liberal education. It is void, however, of the student societies and in loco parentis attitudes of past eras. Furthermore, although Santa Cruz students are not active in student protests (at least, not at the time of this study), they reflect the more liberal and nonconformist attitudes of the present young generation. They also espouse an intellectual orientation.

Santa Cruz had an instant image of innovation due to the purposes of its planners and the resultant publicity it received. It set out

to be innovative and experimental and is so viewed by its sutdents. Part of its immediate image was the University of California reputation for academic excellence. However, it appears as if this legacy did not materialize in full.

The Congruity of Images

One of the major purposes of this study was to examine the congruity of images of a campus as held by entering freshmen with those held by sophomore students. Comparisons were made between mean scale scores of these two groups on the institutional image scales. These data indicated that high school students, surveyed four months prior to their entrance as freshmen, generally do not have "accurate" images of their future campus, when employing the perceptions of sophomores as the basis of comparison. (Charts II, III, IV; Table I). More specifically, eight of the twelve planned comparisons between Berkeley freshmen and sophomore mean scale scores were statistically significant at the .01 level; 8 of the 12 comparisons for Davis; and 10 of the 12 comparisons for Santa Cruz.

The scores of the institutional image scales were only one of the several means used in this study to examine the "accuracy" of incoming freshmen's images of their future campus. The degree of congruity between freshmen and sophomore images was also assessed through comparisons of freshmen and sophomore opinions regarding (1) the distinctive characteristics of the campus and its student body, (2) the perceived prominence of various student subcultures, (3) the institutions which resemble each campus and (4) the negative aspects of each campus' image.

The purpose of this paper precludes a detailed examination of the differences between the images held by each campus by its incoming freshmen and enrolled sophomores. Below are summaries of the findings.

The Berkeley campus. The image of Berkeley held by entering freshmen is congruent with the one held by sophomores on three of the five scales which loosely grouped together represent a measure of the academic image. These three scales measure aspects of the campus and its image that have evolved over a long period of time--academic reputation, nature of the curriculum and intellectual orientation of students. Incoming freshmen, however, do not agree with sophomores regarding the adequacy of the programs of study and the library facilities in meeting their needs. Moreover, these students feel that their course work will be more difficult and that the faculty is less committed to undergraduate teaching than sophomores perceive to be true.

In contrast to this relatively high degree of agreement regarding the academic image, there exists little congruity between freshmen and sophomore perceptions of the nonacademic image of Berkeley. Incoming freshmen tend to underrate the liberal atmosphere of the campus, the extent of student activism and the nonconformist attitudes and behaviors of many students. Nevertheless, like sophomores, these high school students do rate these aspects of the Berkeley image as distinguishing qualities of the campus and/or its student body. However, incoming freshmen are unaware of the administrative reaction to liberal, nonconformist and activist students reported by sophomores.

The images held by entering freshmen are congruent with those of enrolled sophomores with regard to the cosmopolitan atmosphere of the

campus and the distinctiveness that the diversity of students gives to the campus. Moreover, even though freshmen feel that the collegiate way of life is more characteristic of Berkeley than do sophomores, they have accurate perceptions of the lack of prominence of the collegiate subculture. They also rank the relative prominence of other subcultures in the same order that sophomores do. Furthermore, the similarity of freshmen and sophomore impressions of the Berkeley campus is evident in the institutions that both groups think resemble the campus and in the proportions of students in each group who have negative feelings about the impersonality and large size of the school. Even so, freshmen expect more of a feeling of community on the campus than sophomores relate is present.

The Davis campus. Entering freshmen to Davis have perceptions congruent with those of sophomores regarding the academic reputation of their campus, the degree of intellectualism among students and the innovative or traditional nature of the curriculum. However, Davis freshmen tend to overrate the teaching commitment of the faculty and the difficulty of the course work.

On the whole, freshmen images of the non-academic aspects of the Davis campus are incongruent with those held by sophomores. Freshmen perceive Davis undergraduates to be more conservative than do sophomores as evidenced by their lower scores on the scales measuring liberalism, student activism and nonconformity. Moreover, these incoming students tend to over-estimate the feeling of community and the degree of collegiate life that are present on the campus. Entering freshmen, however,

do have accurate perceptions regarding the more cosmopolitan than provincial atmosphere of the Davis campus.

Other differences between images held by freshmen and sophomores are evident in the distinctive qualities the two groups attributed to the institution. Fewer freshmen than sophomores perceive the campus as having special qualities which distinguish it from most other institutions of higher education. Even between the two groups of students that do feel the campus has distinctive features, there are some differences in the proportions of freshmen and sophomores who mention particular qualities. For example, more entering freshmen than sophomores note the the campus' excellence in agriculture as a distinctive quality.

Incoming freshmen to Davis seem unaware of some of the negative aspects of the campus that were reported by sophomores. In particular, they do not perceive the amount of academic pressure, the large size of some of the classes and the research emphasis of the faculty.

The Santa Cruz campus. There is a marked lack of congruity between freshmen and sophomore images of Santa Cruz. Incoming freshmen have inaccurate images concerning the intellectual orientation of students, the faculty commitment to undergraduate teaching, the innovative nature of the curriculum, and the feeling of community on the campus. Their scores on these scales indicate a tendency on the part of these high school students to perceive more of an undergraduate paradise for academically oriented students than sophomores describe to be characteristic of the school. The inaccuracy of their expectations, in this regard, are also reflected in the distinctive qualities the freshmen impute to the institution and to student body and their ratings of the dominant subculture of

the campus. They perceive the campus as placing more emphasis on the education of the individual than sophomores report. Similarly, entering freshmen describe students as more academic in their subculture orientation and more distinctive for their intellectualism.

Both groups do agree, though, that the natural setting of the campus is very beautiful. However, freshmen tend not to perceive the isolation of the campus nor its provincial atmosphere. Furthermore, incoming students underrate the liberal orientation of the campus and the degree of nonconformity among students while over-emphasizing the individualistic attitudes of Santa Cruz students and their involvement in social, political and educational protests. Even so, freshmen do have accurate perceptions of the lack of the collegiate life present on the campus.

Despite different perceptions of the campus, freshmen and sophomores tend to agree on the institutions which resemble Santa Cruz. Furthermore, both groups feel the image of the campus and its student body are distinctive. Their thoughts on the special qualities of the campus and student body, which bring about this distinctiveness, however, are sometimes different.

Possible reasons for freshmen-sophomore differences in perceptions. There are many factors which could account for the incongruity between entering freshmen and enrolled sophomores perceptions of their campus. One plausible reason could be that the differences could be due to the groups collectively being dissimilar to each other along certain personal characteristic dimensions. Data were collected on some of these possible variables, such as parents' education, income and occupation; parents' and student's religion, race and political orientation; student's

educational and occupational goals, location and size of home town, high school grade point average and sex. Inspection of these data leads the researcher to believe that the freshmen and sophomore groups within a campus do not collectively differ from each other along the personal characteristic dimensions on which data were collected. Differences in scale scores due to the sex were found to exist between Santa Cruz women and Santa Cruz men on 5 of the 12 scales. However, these incongruities between the images held by male and female students are evident in both the responses of incoming freshmen and enrolled sophomores. This finding suggests that differences in perception attributable to the sex of a student are not necessarily related to differences in the status of a student.

The Process of Choice

Two purposes of the study which have yet to be discussed are: (1) the examination of the sources of information and impressions which helped form the images held by entering freshmen of the campuses, and (2) the examination of the importance of these images in the choice of the institutions under study. It should be made clear from the outset, however, that to establish a causal relationship between the images held by entering freshmen of their respective campuses and their choices of these campuses is not the intention of this investigation.

Sources of information and impressions about a campus. Entering students sought a variety of sources of information to obtain their impressions of their future campuses. However, only a few sources were rated by the majority of these students as important in forming their images. Entering freshmen to all three campuses often relied on first hand experiences in the form of campus visits and talks with university undergraduates. This finding suggests that entering students to all three campuses either have a need to have direct, personal contact with the institution and/or that the information available through other sources is so inadequate that students have to seek out these means of obtaining information.

Several incoming freshmen to both Berkeley and Davis also relied on their parents and individuals connected with their high schools to obtain information about their future campus. For entering students to Santa Cruz, however, the role of adults, including parents, in providing information about the campus was generally not as great as it was for students entering the other two campuses. In fact, a majority of Santa Cruz students relied on college publications, an impersonal source, to obtain information about their future campus. These results indicate that as a campus becomes older, it has built an image in the

minds of a number of publics -- parents, high school teachers and counselors -- such that the high school student does not have to rely on formal channels of communication.

Despite some seeming similarities in the ratings among the freshmen groups, the analysis of the data through use of the chi-square statistic indicated that 10 out of the 16 possible sources of information listed in the questionnaire differentiated between at least two freshmen groups. Moreover, the results of a step-wise discriminate analysis indicated that the relative importance of various sources of information, when viewed collectively, was most often peculiar to the freshmen group that was rating the sources.

An Examination of the importance of image in choice of institution. All the high school students in the samples were eligible to attend any U.C. campus, and the cost of attendance is nearly uniform across the schools. The actual selection of a particular U.C. campus, then, surely was based on criteria other than these common formal mandates of entry. One possible explanation would be that choice was based on the relative closeness of a campus to a student's home even though the three University campuses under study are in the same geographic area.

When freshmen were asked why they would choose their particular campus rather than any other U.C. campus, a small minority of students stated that one of their reasons would be its location close to their home residences. Even so, the location of the campus close to one's home does not explain the choice of nearly all the freshmen students in the samples. Selection of a particular campus by these students probably was based on other aspects of the campus which were perceived as attractive to them.

Thus, it is conceivable that the images held by incoming freshmen of their future campus were probably crucial to their choice of institution. An exploration of the possibility of this kind of relationship would require that the images held by entering freshmen of their respective campuses differ from one another. Since incoming students do, in fact, have differential perceptions of their respective campuses, at least on the dimensions examined in this investigation, this criterion would seem to have been met. Of the 36 planned comparisons between the mean scale scores for each freshmen groups on the image scales, 32 were significant at the .01 level (Chart VI, Table I). Differences among entering freshmen responses on the other dimensions used to examine image in the study were also found. If image played an important role in choice, the reasons reported for enrolling at each campus should differ from one another in a direction congruent with the different images held.

Of the 29 possible reasons for choice of which entering freshmen were asked to rate the relative importance, 24 differentiated between at least two of the entering freshmen groups and only 5 did not. Several academic considerations differentiated among the three freshmen groups. "Traditional" academic considerations were influential in the decision to enter Berkeley and to a lesser but still important extent to enter Davis, such as the academic reputation of the campus, the availability of many academic majors and the prospect of good preparation for graduate school. Santa Cruz freshmen are wanted on experimental and/or innovative academic program. These freshmen welcomed the opportunity to participate in an experimental program with a pass-fail system of evaluation. Even more so, these high school students anticipated the opportunity to have alternatives to "lecture hall"

education, such as participation in small seminars, tutorials and independent study. It is interesting to note that the importance attributed to these reasons for choice showed differences among the groups in the same direction as differences in their perceptions of the degree to which these academic characteristics typified their future campuses.

In addition to academic considerations, entering freshmen based their choice on the type of non-academic environment in which they would be. Santa Cruz students were attracted by the natural beauty of the Santa Cruz campus and its small size. These are aspects of the campus that several freshmen named as distinctive qualities. Fewer Davis students than Santa Cruz freshmen reported that the size of their future campus was an important reason for choice. Still fewer Berkeley freshmen responded in this manner.

The majority of freshmen who decided to attend Davis did not rank as an important reason for choice this campus' tolerance for different views, dress and behaviors or the involvement of Davis students and faculty in social and political action. Freshmen in this study who were receptive to a liberal environment tended to enroll at either Berkeley or Santa Cruz. In fact, more Santa Cruz incoming students ranked campus tolerance as an important reason for choice than did Berkeley freshmen. The results are consistent with the differences found among freshmen groups in their perceptions of the degree of a liberal and tolerant atmosphere and student activism present on their respective campuses.

The above examples serve to illustrate that the reasons reported for enrolling at each campus differed from one another in a direction congruent with the different images held of the three campuses by their respective freshmen group. An analysis was done to determine if one could predict the

actual campus enrollment of these high school students based upon their ratings of the relative importance of the 29 possible reasons for choice. The results of the step-wise discriminate analysis indicated that given information concerning their reasons for choice, one can usually predict the actual enrollment of these freshmen. More specifically, 85 percent of all Berkeley entering freshmen were predicted to be enrolled at Berkeley; 85 percent of all Davis freshmen, at Davis; and 92 percent of all Santa Cruz freshmen, at Santa Cruz. These findings suggest that the image held by entering freshmen of a campus may well be the invisible thread that links students to institutions of higher education in the case of these "University-eligible" high school students.

Discussion

The results of this study confirm the fact of marked differences among the images held of the three campuses by their respective student groups. This conclusion suggests the implication that each of the campuses in this study has its own unique character. It also suggests that university personnel should be careful in making certain decisions which are based solely on system-wide information and affect all individual campuses. Such information, generally arrived at, may obscure vital and critical considerations that could be revealed if the campuses were considered and evaluated individually.

It is also apparent from the results that the three entering freshmen groups generally had different personal needs and college expectations. Each group was seeking a particular kind of educational experience. Until recently, very little thought and actual planning has been devoted to having different educational methods, no less different educational objectives and environments, on the campuses of the University of California. Without such deliberate and continued planning, it is conceivable that as the campuses become similar in size, some of the present differences among the campuses will disappear. Yet, the conclusions reached in

this study strongly suggest that different educational, curricular and personal experiences must be offered by the university in order to partially meet the needs of the diverse group of achieving high school students seeking entrance to the university.

Furthermore, the importance of image in determining student self-selection of a campus clearly suggests the need for campus personnel to define and effectively communicate the characteristics of their campus to the general public and, more specifically to potential students. Such communication is fundamental in recruiting students, since the pool of students attracted by an image influences direct recruitment and selection. Moreover, since many students have based their choices on "inaccurate" perceptions of the campus, it seems that much potential heartache, disappointment and apprehension on the part of these students would be reduced if a greater effort was made to accurately portray college and university campuses.

The results of this study are less novel in themselves than the fact that the evidence for them is based on empirical data. Since the three U.C. campuses selected for the study were not intended to be representative of any segment of higher education, the specific findings of this investigation cannot be generalized to other settings. Nevertheless, some of the conclusions and implications may be applicable to other colleges and universities and, at the very least, may provide direction for future research into the formation, role and function of institutional images.

Future research might be directed to providing information concerning the development, persistence and maintenance of images. It would be interesting to note whether changes in institutional character always precede changes in institutional image or whether occasionally the opposite relationship is true.

Research on external groups other than potential freshmen students may also be valuable. Information concerning the images held of an institution by taxpayers, donors and special interest groups may be of great importance given the current interest in and criticism of higher education and the dependence of colleges and universitites on the public for financial support.

Future research might also examine how the images of an institution differ by various internal groups, such as faculty, administrators and students. Moreover, one might want to assess the images held by certain subgroups. In the present study, the image held by sophomores was based upon the composite of their perceptions. The resultant image may have obscured many critical pockets of special perceptions, particularly in the case of the two large and diverse campuses. Knowledge concerning systematic differences in perceptions and/or in response to these perceptions will increase our understanding of the function of institutional image and, perhaps, provide some insight into the differential impact of the college experience on certain students.

Further research into the study of institutional images should explore some of the causes and consequences of "inaccurate" perceptions. These images, when shattered by the "reality" of the institution, could cause disappointment for students who may have chosen the institution because of their inaccurate perceptions. Such disappointment and disillusionment may have some relationship to a student's persistence in a particular college. A follow-up study is presently being planned to explore this possible relationship, to examine the characteristics of students with differential perceptions and to assess possible changes in the images of the three U.C. campuses.

This study is reported in more detail in "Image and Selection: An Examination of the Images of Three University of California Campus," Ann I. Morey, Doctoral dissertation, University of California, Berkeley, California, 1970.

Table I- Listings of Statistically Significant Confidence Intervals of Average Differences on the Image Scale Scores

	Scales	Sophomores			Freshman-Sophomores			Freshman			Females-Males		
		BS-DS*	DS-SS	BS-SS	BA-BS	DA-DS	SA-SS	BA-DA	DA-SA	BA-SA	BF-BM	DF-DM	SF-SM
I	Prominence of Collegiate Life		S**	S	S	S			S	S			
II	Cosmopolitan-Provincial Atmosphere	S	S	S			S	S	S	S			S
III	Feeling of Community	S	S	S	S	S	S	S	S	S			
IV	Liberal-Conservative Orientation	S	S	S	S	S	S	S	S	S			S
V	Student Activism	S	S	S	S	S	S	S	S	S			
VI	Nonconformity Among Students	S	S	S	S	S	S	S	S	S			S
VII	Intellectualism Among Students	S	S				S	S	S	S			S
VIII	Excellence of Academic Reputation	S	S	S				S	S	S			
IX	Difficulty of Course Work	S	S	S	S	S	S		S	S			
X	Faculty Commitment to Undergraduate Teaching	S	S	S	S	S	S	S	S	S	S		
XI	Innovative-Traditional Curriculum		S	S			S		S	S			
XII	Administrative Control over Student Life	S	S	S	S	S	S		S	S			S

* Notation used for sample groups:
BA Berkeley entering freshmen
BS Berkeley enrolled sophomores
DA Davis entering freshmen
DS Davis enrolled sophomores
SA Santa Cruz entering freshmen
SS Santa Cruz enrolled sophomores

**S Significant at the .01 level

Chart I. Profiles on the Institutional Image Scales for Sophomore Students at Three U. C. Campuses

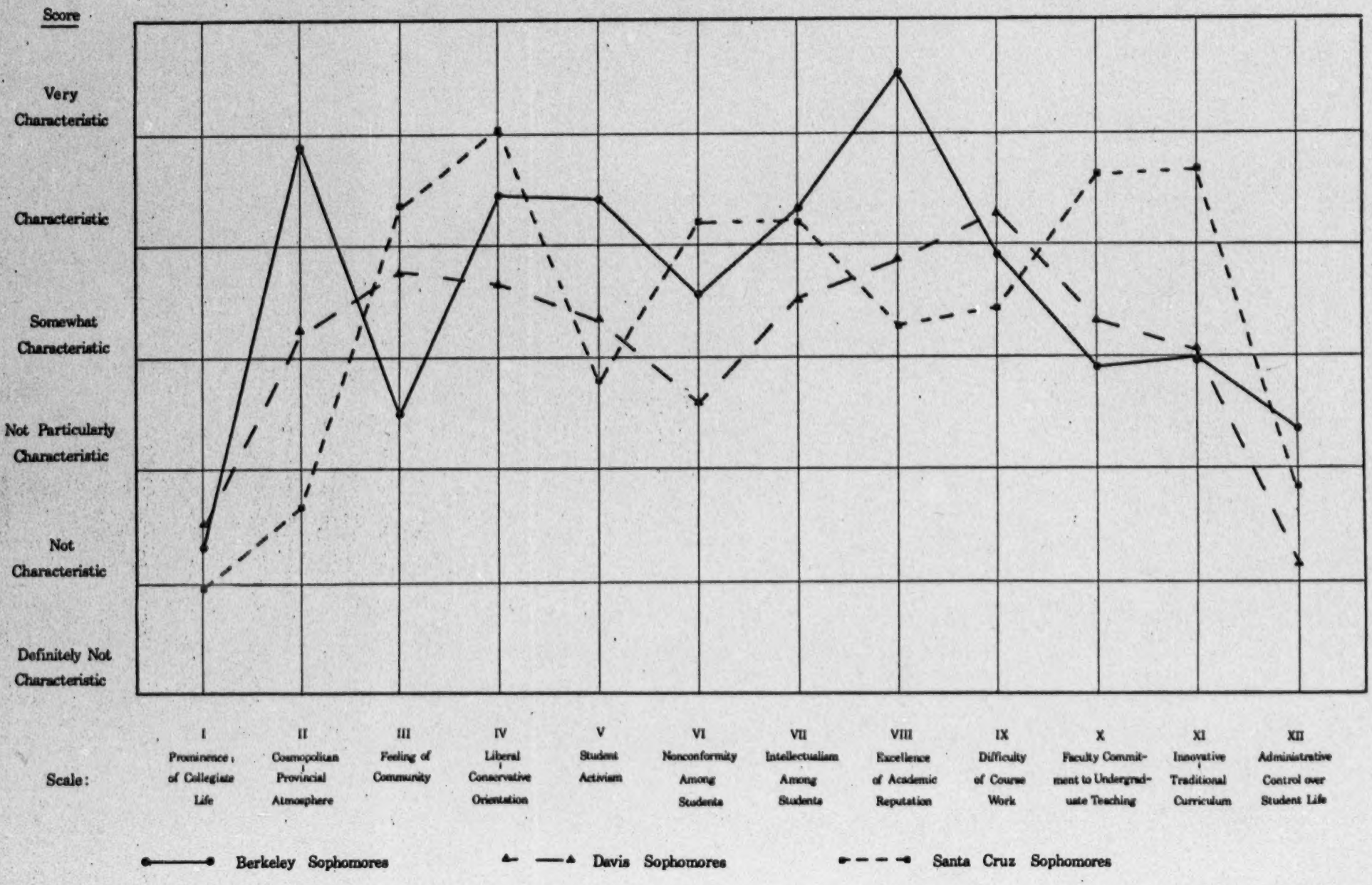


Chart II. Profiles on the Institutional Image Scales for Freshmen and Sophomore Students at U. C. Berkeley

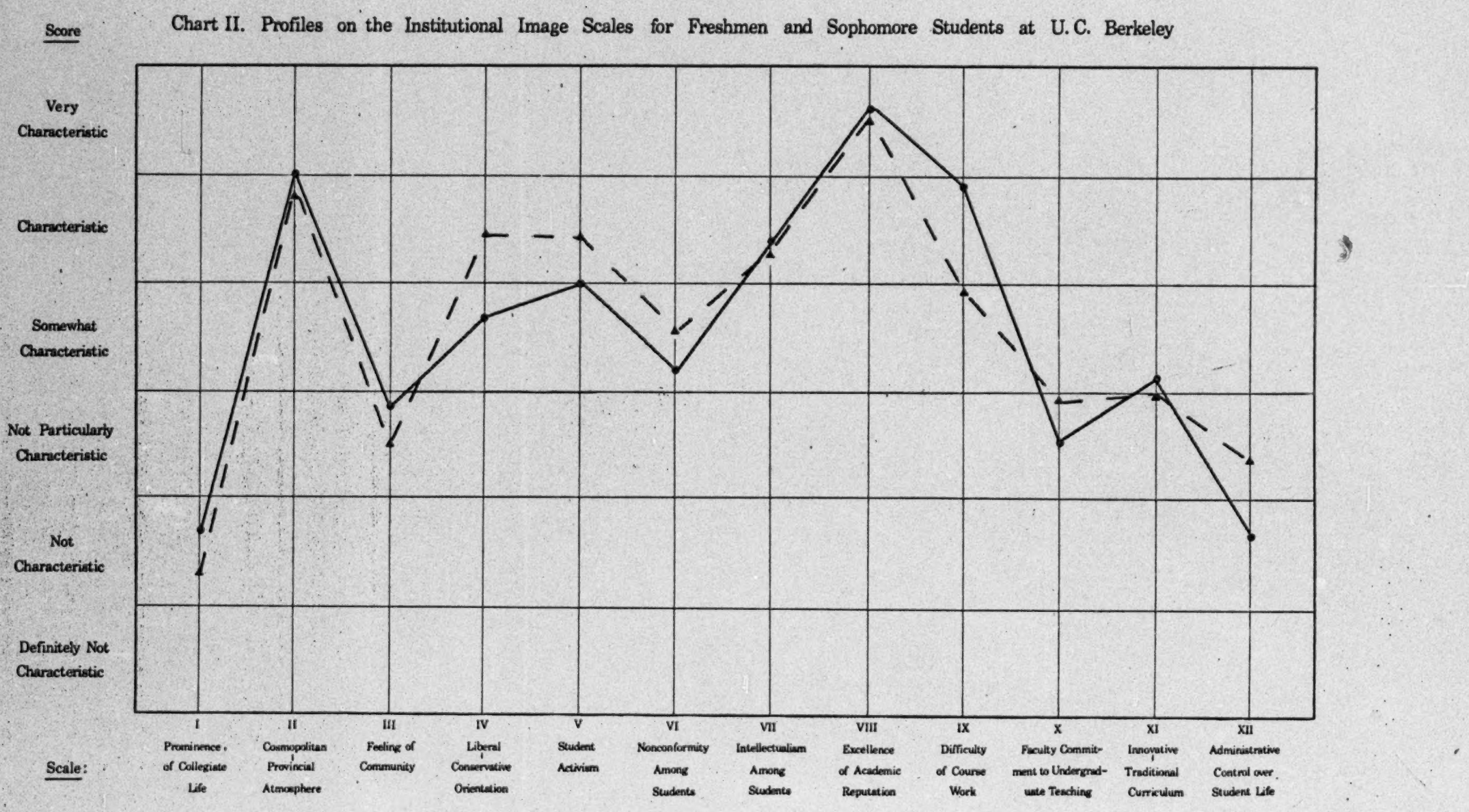


Chart III. Profiles on the Institutional Image Scales for Freshmen and Sophomore Students at U.C. Davis

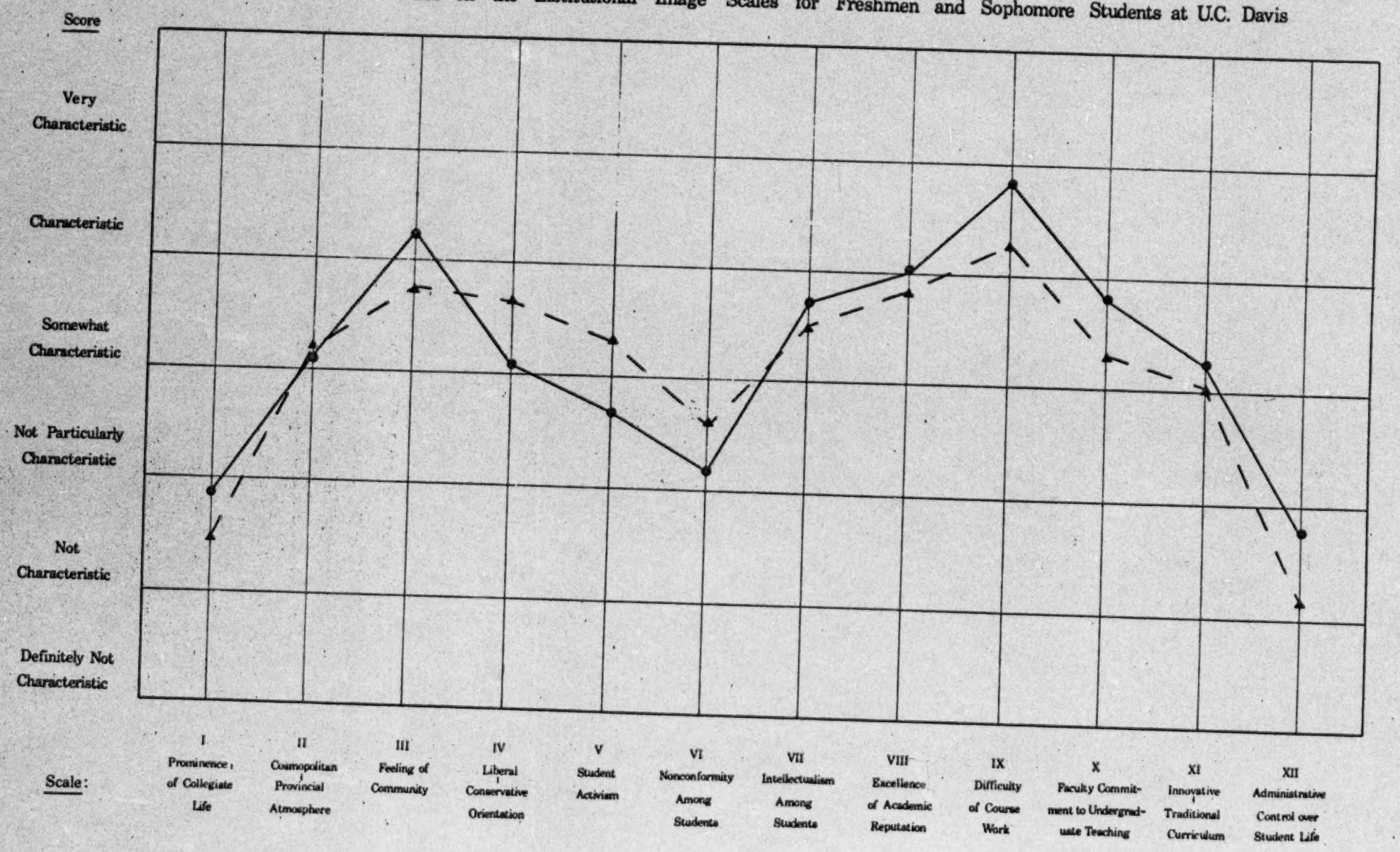


Chart IV. Profiles on the Institutional Image Scales for Freshmen and Sophomore Students at U.C. Santa Cruz

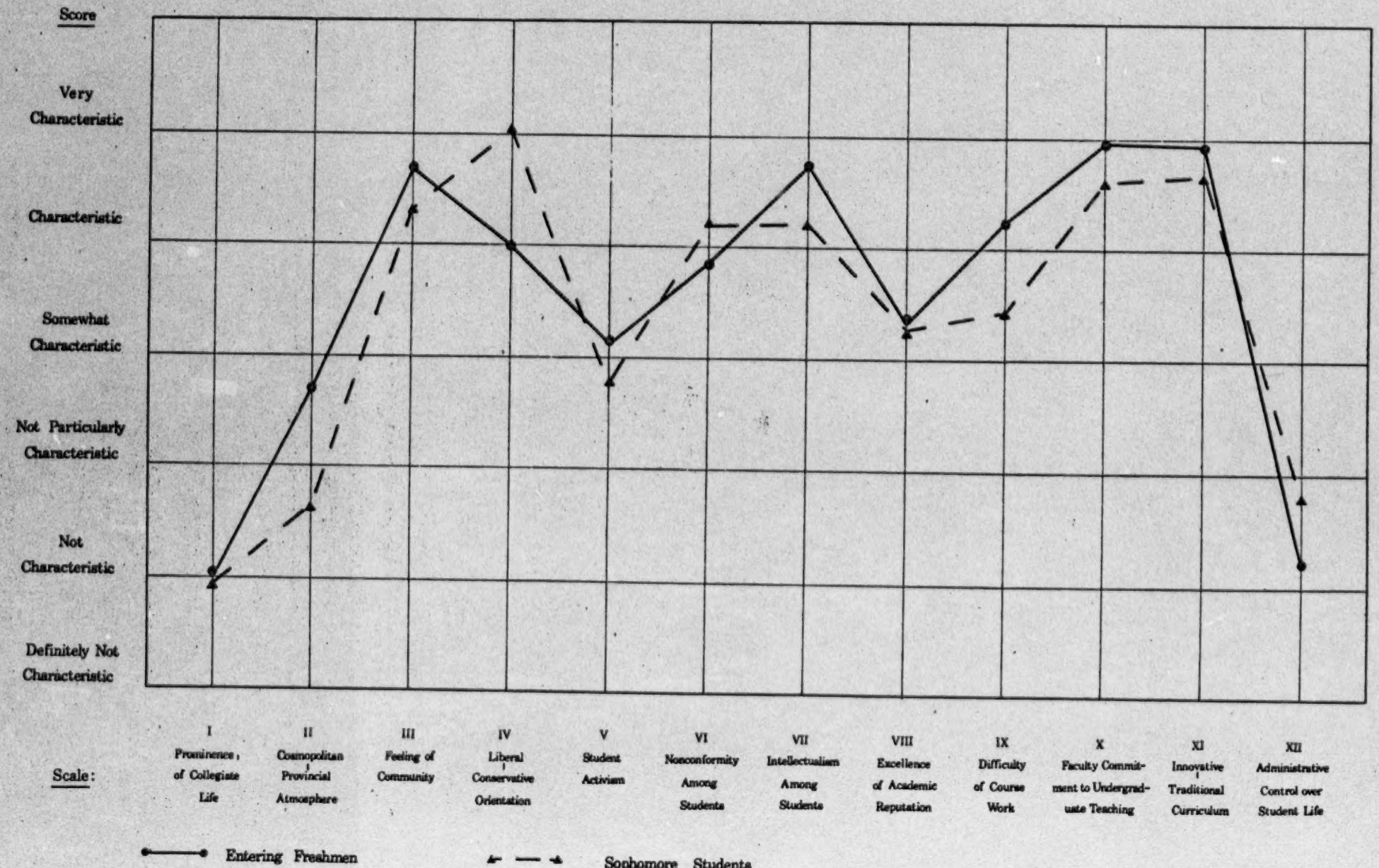
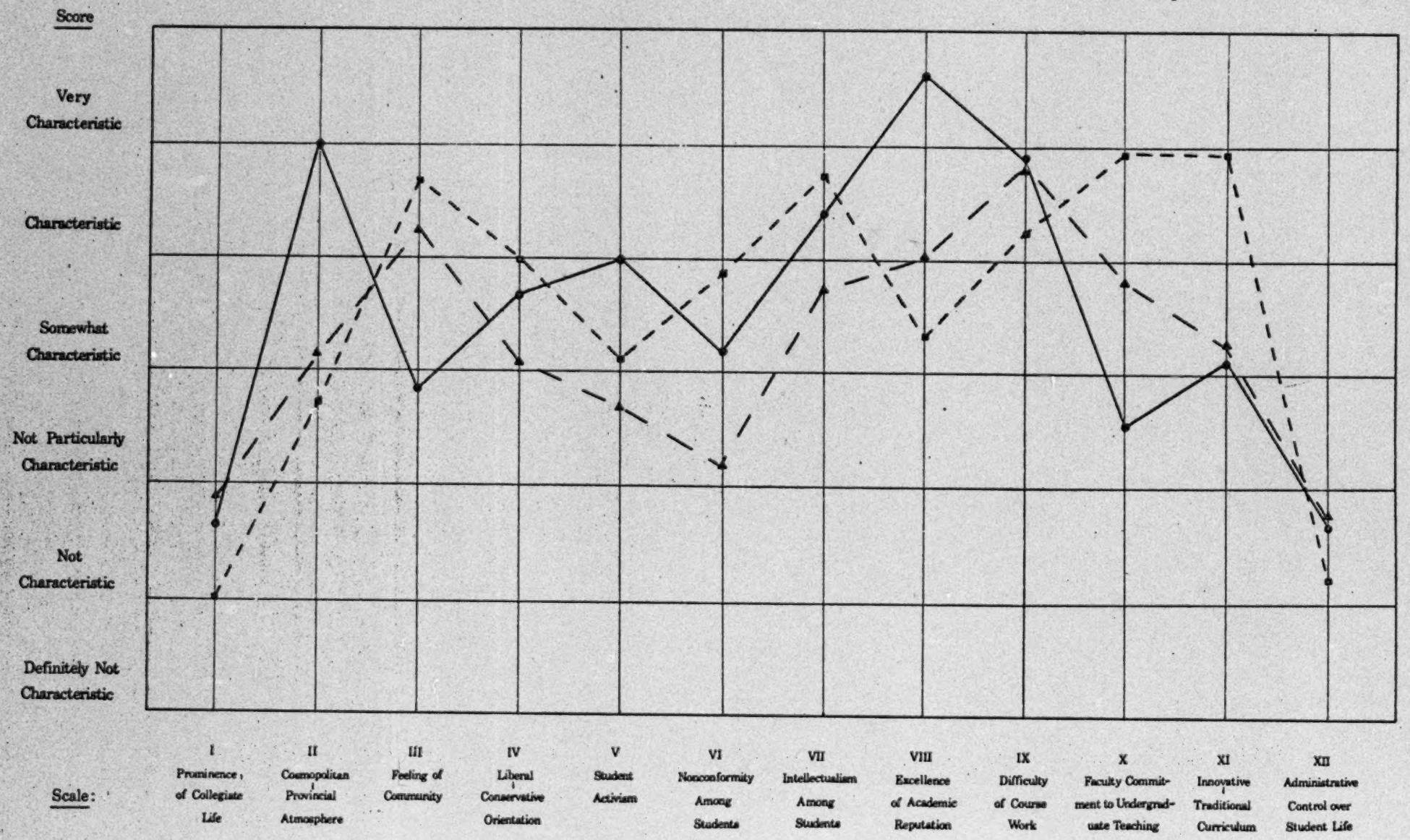


Chart VI. Profiles on the Institutional Image Scales for Entering Freshmen at Three U. C. Campuses



UNIVERSITY OF CALIFORNIA AT DAVIS

APPLICANT QUESTIONNAIRE

1. The statements listed below may be used to describe colleges and universities. Please indicate the degree to which you think a statement is characteristic of the University of California at Davis by circling the number of the response that comes closest to your opinion. We are interested in what you expect to be characteristic at Davis, not what may actually be true. (3-74)

Responses

"1"	Definitely characteristic
"2"	Somewhat characteristic
"3"	Not particularly characteristic
"4"	Definitely not characteristic
"N"	Not applicable or Definitely don't know what to expect.

1 2 3 4 N Most students on the campus are against the war in Vietnam.

1 2 3 4 N Most courses are taught in the form of large lecture classes.

1 2 3 4 N The school has an international reputation for excellence.

1 2 3 4 N The buildings on the campus are very attractive.

1 2 3 4 N The faculty is well-known for its liberal ideas and attitudes.

1 2 3 4 N Students are very serious and purposeful about their studies.

1 2 3 4 N Undergraduate students have to compete with graduate students for a professor's time.

1 2 3 4 N There are many Ivy League type students here.

1 2 3 4 N There are many cultural opportunities on or near the campus.

1 2 3 4 N Students sometimes feel out of touch with the "real world."

1 2 3 4 N Students are very involved in discovering new ideas.

1 2 3 4 N Students often talk to faculty members about special programs, courses and student problems.

1 2 3 4 N Most students think and act in uncoventional ways.

1 2 3 4 N The campus has a rural, country-like atmosphere.

1 2 3 4 N Students have noon rallies for discussing and debating issues.

1 2 3 4 N The viewpoints of the student government regarding campus issues are respected by the administration.

1 2 3 4 N Many students come from well-to-do homes.

1 2 3 4 N Many students look "hippy" in their appearance.

1 2 3 4 N In comparison with other schools, the required courses are unconventional.

1 2 3 4 N Several faculty members are Nobel Prize Winners.

1 2 3 4 N The school offers its students a variety of opportunities to participate in tutorials, small seminars and independent study.

"1" Definitely characteristic; "2" Somewhat characteristic; "3" Not particularly characteristic; "4" Definitely not characteristic; "N" Not applicable or Definitely don't know what to expect.

1 2 3 4 N Students are liberal in their sexual views.

1 2 3 4 N Students are involved in off-campus community work.

1 2 3 4 N The majority of students live on campus or in college housing near campus.

1 2 3 4 N Students are allowed a great deal of freedom in their personal lives.

1 2 3 4 N The administration tries to hinder students from taking an active part in social reforms and political programs.

1 2 3 4 N Students here are more intellectual than at most schools.

1 2 3 4 N The school is concerned with the education of the individual.

1 2 3 4 N It is easy to get to know many students.

1 2 3 4 N The curriculum differs from those found at other schools.

1 2 3 4 N Students hold spontaneous protest rallies and demonstrations.

1 2 3 4 N Many students participate in study abroad programs.

1 2 3 4 N Quite a few foreign students attend the school.

1 2 3 4 N The school is a closely-knit community.

1 2 3 4 N Use of drugs is common among students.

1 2 3 4 N The campus has a reputation for being a "party" school.

1 2 3 4 N Fraternities and sororities have considerable prestige on this campus.

1 2 3 4 N The major sports events draw a lot of student enthusiasm and support.

1 2 3 4 N Students are politically active in attempting to change the society.

1 2 3 4 N There is a broad spectrum of people at this school; students come from all classes, cultures and interest groups.

1 2 3 4 N Most faculty members are primarily interested in their research.

1 2 3 4 N Student government here is a "sand box."

1 2 3 4 N It is fairly easy to pass most courses without working very hard.

1 2 3 4 N This is a cosmopolitan campus.

1 2 3 4 N There are courses in almost every field imaginable.

1 2 3 4 N Many students participate in school dances.

1 2 3 4 N The natural setting of the campus is very beautiful.

1 2 3 4 N Most faculty members are excellent teachers.

1 2 3 4 N There are several experimental programs for students.

1 2 3 4 N The faculty is known to be friendly with students outside of the classroom.

1 2 3 4 N Compared to most other schools, the regulations governing student life and dormitory living are permissive.

1 2 3 4 N Good grades and/or evaluations can be earned only through long hours of study.

1 2 3 4 N Students here tend to turn away from middle class values.

"1" Definitely characteristic; "2" Somewhat characteristic; "3" Not particularly characteristic; "4" Definitely not characteristic; "N" Not applicable or Definitely don't know what to expect.

1 2 3 4 N Many courses are taught by teaching assistants (graduate students).

1 2 3 4 N The school is culturally sophisticated.

1 2 3 4 N Students pay little attention to campus rules and regulations.

1 2 3 4 N Students are involved in off-campus politics.

1 2 3 4 N Students are academically competitive.

1 2 3 4 N The school places its primary emphasis on teaching students rather than on conducting research.

1 2 3 4 N The school has a reputation for excellence.

1 2 3 4 N Students often criticize their academic programs.

1 2 3 4 N The faculty is well-known for its outstanding research and writing.

1 2 3 4 N Students feel they are treated like I.B.M. cards.

1 2 3 4 N Most faculty members are genuinely concerned with each student's interests and progress in their courses.

1 2 3 4 N The school has something of an "aggie" (agricultural) image.

1 2 3 4 N Students here are basically individualists.

1 2 3 4 N Serious intellectual discussions are common among students.

1 2 3 4 N The administration tends to be harsh in dealing with students who have violated campus rules.

1 2 3 4 N Many students participate in encounter and sensitivity training groups.

1 2 3 4 N There is a feeling of unity among the students.

1 2 3 4 N The natural setting of the campus has a strong effect on learning and/or one's general outlook on life.

* * * * *

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